

SCHOOL COVER SHEET - Transformation Model

School Name: Georgian Hills Elementary Address: 3930 Leweir Memphis, TN 38127	District Point of Contact (POC) Name & Position: Jennifer Shorter Phone#: 615-378-7528 Email Address: jshorter@tnasd.org
School Number: 901-416-3949	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School
Year the school entered Priority status: <u>2010</u>	
Principal's Name SY 2012-13: Monica Wicks Phone # 901-416-3750 Email Address: wicksmd@mcsk12.net	Waiver Request(s): <input type="checkbox"/> Requested for this School <input checked="" type="checkbox"/> Not Requested for this School
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$ 91,372.93
Year 1: SY 2013-14 excluding pre-implementation	\$ 408,788.79
Year 2: SY 2014-15	\$ 500,161.72
Year 3: SY 2015-16	\$ 500,161.72
Three Year Total Budget	\$ 1,500,485.16

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: Georgian Hills Elementary			Intervention Model: Transformation Model
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2010-11	2011-12	<p>Enrollment Analysis (total, grade and subgroup): From Fall 2011, enrollment at Georgian Hills Elementary was 266 students, which represents a 26% drop from the previous year's initial enrollment of 357. Enrollment for 2011-12 was reported as 266 students, broken down by grade and racial subgroups as follows: Pre-K, 18 (18 AA); K, 33 (30 AA, 1 H, 1 W); 1st, 33 (31 AA, 2 W); 2nd, 31 (30 AA, 1 W); 3rd, 36 (35 AA, 1 W); 4th, 50 (47 AA, 3 W); 5th, 35 (34 AA, 1 W); 6th, 30 (29 AA, 1 W). Without intervention, enrollment is expected to continue to drop.</p> <p>The Tennessee Department of Education Report Card for 2010 provides an overview of the performance and demographic information for Georgian Hills Elementary. Presently, the racial/ethnic makeup of the student body is 98.3% African American and 1.7% Caucasian. 50.1% of the student body is male and 49.8% of the student body is female. In the 2010-11 school year, 67 students withdrew before the end of the year from Georgian Hills; in 2011-12, 35 students withdrew.</p> <p>Mobility Analysis: Mobility rate is calculated by dividing the total number of entrants by the number of withdrawals. The number of students withdrawing from Georgian Hills before the end of the school year represents 15.8% of the population in 2010-11 and 10.7% of the population in 2011-12. If this mobility rate continues, it will be difficult for Georgian Hills to achieve its performance goals. In the coming school year, school staff will assess reasons for the high numbers of student withdrawals and select strategies to attract students still living in the attendance zone back to the school.</p> <p>Attendance Analysis: Attendance rates at Georgian Hills were below the MCS district attendance goal of 95% in 2010 (92.6%), 2011 (92.2%) and 2012 (93.3%). Despite significant drops in enrollment, the school has struggled to markedly increase student attendance. Raising student attendance and reducing student mobility are key levers in our school transformation plan.</p>
Total student enrollment	357	266	
Grade level enrollment	PreK-6	PreK-6	
Number of students in each subgroup (List applicable subgroups below.)	AA – 351 H – 0 NA – 0 W- 6	AA – 254 H – 2 NA – 0 W-8	
Mobility (%) - Entrants, Withdrawals	15.8%	10.7%	
Attendance %	92.1%	92.4%	
Suspensions (#)	22.3%	31%	
Expulsions (#)	2.4%	2.9%	
AP, IB, and Dual Enrollment (#)	N/A	N/A	
Graduation Rate/Promotion Rate	99.2%	100%	

			<p>Discipline Analysis (suspensions, expulsions): There were 567 discipline referrals written in the 2010-2011 school year. Over one hundred sixty-one (161) referrals were Level 3 offenses; grades 2-5 had the highest number of incidents school-wide. The highest percentage of these referrals (345 students/61%) was for male students and (221/39%) were for females. The number of referrals based on state data and school improvement plans is a historical area of concern and thus our transformation plan has a strong focus on behavior reform and support for students. In the coming years, the number of level 3 offenses will be reduced to make certain that students and teachers are in an environment that is conducive to learning at all times. This action will be an imperative component of the transformation process.</p> <p>AP/IB/Dual Enrollment Analysis: There are no AP/IB or dual enrollment programs at Georgian Hills.</p> <p>Graduation/Promotion Rate Analysis: Promotion rates have been high at Georgian Hills – 99.2% in 2010; 100% in 2011 and 98.8% in 2012. Given other indicators of student achievement that suggest large percentages of students are failing to meet proficiency levels on state assessments, students at Georgian Hills who have not mastered grade-level standards have been promoted to the next grade. Our transformation plan aims to address this situation by providing intensive interventions across all grades, but particularly at grades 3-5, given the likelihood that students in these grades are lacking foundational skills.</p>																												
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.																														
Principal Length of time in position	Monica Wicks has been principal of Georgian Hills for 2 years. School leadership will be replaced once fully acquired by ASD.																														
Teaching Staff Number of years' experience in profession	<p>The demographics of the Georgian Hills Elementary staff are shown in the table below:</p> <table> <tr> <th>Teacher Demographics</th><th>N</th><th><u>unknown</u></th><th>%</th></tr> <tr> <td>African-American</td><td></td><td></td><td>77</td></tr> <tr> <td>Caucasian</td><td></td><td></td><td>23</td></tr> <tr> <td>Female</td><td></td><td></td><td>90.5</td></tr> <tr> <td>Male</td><td></td><td></td><td>9.5</td></tr> <tr> <td>Advanced Degree Holders</td><td></td><td></td><td>18.4</td></tr> <tr> <td>Highly Qualified</td><td></td><td></td><td>100</td></tr> </table> <p>The number of current teachers was unavailable. According to Georgian Hills' 2012 school improvement plan, their teachers possess a broad range of teaching experience. Years of experience range from one year to greater than twenty-five years. Although data identify that Georgian Hills has been successful in retaining teachers for five or more years, students have consistently scored F's in the area of value-added. Moreover, a large population of students in all subgroups is still performing below basic and basic on the state assessment.</p>			Teacher Demographics	N	<u>unknown</u>	%	African-American			77	Caucasian			23	Female			90.5	Male			9.5	Advanced Degree Holders			18.4	Highly Qualified			100
Teacher Demographics	N	<u>unknown</u>	%																												
African-American			77																												
Caucasian			23																												
Female			90.5																												
Male			9.5																												
Advanced Degree Holders			18.4																												
Highly Qualified			100																												

		In addition, Georgian Hills has 3 educational support professionals (ESP) who are highly qualified. One ESP is assigned as an assistant to the Pre-Kindergarten class. The remaining two ESPs work with the Tier 3 students in Reading, Language Arts and Math. They have been trained in the use of <i>My Sidewalks</i> , the Tier 3 intervention piece, which was developed to accompany their adopted reading basal. It is in use throughout the district for Tier 3 students enrolled at elementary schools. Although Georgian Hills has implemented the district's required intervention programs as well as school initiatives to improve student proficiency, these initiatives have not led to significant gains.	
1. 1 to 3	N/A	Teacher years of experience were unavailable for ASD at the time of this application. Georgian Hills' school improvement plan indicated that their current teachers have a range of 1 to 25 years of experience.	
2. 4-10 years	N/A		
3. 11-20 years	N/A		
4. 21+ years	N/A		
Teaching Staff Number and % of experience in the school			
1. 1 to 3	28%	Teacher percentage of experience at Georgian Hills ranged from 8.4% to 28% with the majority of their staff having 4-20 years of experience. Although Georgian Hills had a substantial number of experienced teachers with many years in the profession, value add scores for the school have been F's for past years.	
2. 4-10 years	31%		
3. 11-20 years	31%		
4. 21+ years	8.4%		
Teacher attendance rate		2010-2011	2011-2012
		N/A	N/A
Teacher evaluation data by levels		2011-2012	
		Teacher evaluation data by levels were unavailable to the ASD at the time of this application due to current school merger, and the ASD had no access or limited access to teacher value-added data. Georgian Hills' school improvement plan also did not indicate this information. The state data indicate that Georgian Hills' value-added scores for the last three years were F's in the areas of math, reading, and science.	
3. Student Achievement Data		2010-2011	2011-2012
			Provide a summary of existing status and current needs. According to the State Report Card, our NCLB status is Corrective Action.
Reading/Language Arts			
"Every test taker" (ETT) category		ETT: 9.5% proficient or advanced	ETT: 11.2% proficient or advanced Spring 2012 TCAP data in Reading/Language Arts indicate that students at Georgian Hills Elementary are performing slightly better than the previous year (an increase in the percentage of students proficient and advanced from 9.5% to 11.2%). This 2012 performance is significantly less than the RLA proficient/advanced percentage goal in MCS of 29.1% and the school's goal of

			15.2%. These data suggest that Georgian Hills' students require significant interventions and support to improve their performance trends in RLA.
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups	% proficient and advanced FRL: 9.6 SpEd: <5 ELL: N/A Black: 9.7 Hispanic: N/A Native American: N/A	% proficient and advanced FRL: 11 SpEd: <5 ELL: N/A Black: 10.4 Hispanic: N/A Native American: N/A	In the 2011-2012 academic year, qualifying subgroups in Reading and Language Arts and Writing were All, African-American and Economically Disadvantaged. Spring 2012 results indicate that 18 students scored Proficient or Advanced in the area of Reading and Language Arts plus Writing. 79 students scored basic and 87 students scored below basic. 15.5% is 24%% below the 2010-2011 RLA AMO of 40%. In the 2009-2010 academic year, qualifying subgroups in Reading and Language Arts were All, African-American, and Economically Disadvantaged. In the All subgroup, 100% of students were tested. Of this percentage, 80.6% scored below proficiency, 17.9 % were proficient and 1.9% scored in the advanced category. In the African American subgroup, 100% of students were tested. Of that percentage, 80.6% scored below proficient, 17.2% achieved proficiency, and 2% of students were advanced. In the Economically Disadvantaged subgroup, 100% of all students were tested. Within that percentage, 79.6% of the students scored below proficient, 18.2% scored in the range of proficiency and 2% were advanced. In Students with Disabilities, 100% of all students were tested. Of that percentage, 97.6% were below proficiency, 2.9% achieved proficiency status, and 0% received a status of advanced.
School performance on value-added student achievement			Georgian Hills Elementary has scored F's in the area of school performance for the four core subject areas. The low scores are consecutive from 2009 through 2012 state assessments.
Mathematics			
"Every test taker" (ETT) category	ETT: 12.9% proficient and advanced	ETT: 10.6% proficient and advanced	Spring 2012 TCAP data in Mathematics indicate that students at Georgian Hills Elementary are performing slightly worse than the previous year (a decrease in the percentage of students proficient and advanced from 12.9% to 10.6%). This 2012 performance is significantly less than the Mathematics proficient/advanced percentage goal in MCS of 26.9% and the school's goal of 18.3%. These data suggest that Georgian Hills' students require significant interventions and support to improve their performance trends in mathematics.
Subgroups:			In the 2010-2011 academic year, qualifying subgroups in Mathematics were

Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups	FRL: 13 SpEd: <5 ELL: N/A Black: 13.2 Hispanic: N/A Native American: N/A	FRL: 10.5 SpEd: <5 ELL: N/A Black: 10.4 Hispanic: N/A Native American: N/A	All, African-American and Economically Disadvantaged. In the All subgroup, 100% of students were tested. Of this percentage, 83.8% scored below proficiency, 14.8% were proficient and 1.1% scored in the advanced category. In the African American subgroup, 100% of students were tested. Of that percentage, 85.6% scored below proficient, 13.4% achieved proficiency, and 1.1% of students were advanced. In the Economically Disadvantaged subgroup, 100% of all students were tested. Within that percentage, 83.9% of the student scored below proficient, 15.2% scored in the range of proficient /advanced. Within the subcategory Students with Disabilities, 100% of all students were tested. Of that percentage, 99.6% scored below proficient, 1.4% achieved proficiency status, and 0% received a status of advanced.
ACT scores (if applicable)	N/A		
Graduation rate (if applicable)	N/A		
4. School Culture and Climate	Provide a summary of existing status and current needs.		
TELL Survey Analysis School Safety Student Health Services Attendance Support Social and Community Support Parent Support	<p>Survey Analysis: According to Georgian Hills’ school improvement plan, teachers at Georgian Hills are confident in their ability to affect change in their students’ lives. 93% of parents agree that the school maintains a clear, two way communications with parents and guardians and the community. 87% of the parents agree the school is doing a good job of encouraging parent and guardian involvement. 100% of parents and guardians stated that teachers provide parents and guardians with useful information about learning. 47% of parents stated the community members support teachers, contributing to their success with students. 40% of the parents stated the community we serve is supportive of the school.</p> <p>Results of this survey indicate that teacher and parent perceptions of Georgian Hills are positive. The mean average is 4.74 in the area of students being encouraged to their best in class. Students believe their teachers care about them. The mean score in this category is 4.26. Students believe their teachers care about them. The mean score in this category is 4.48.</p> <p>Students at Georgian Hills Elementary were optimistic as indicated in the following survey responses: 100% feel that the teachers believe that every student can learn; 90% disagree that teachers in our school fail to reach some students because of poor teaching methods; 100% know that if they don’t learn something the first time, their teacher will try another way; 80% agree that the quality of our school facility really helps the teaching and learning process; and 90% of students believe that teachers can motivate them.</p> <p>School Safety: All children deserve to be educated in a safe, disciplined, and caring environment. Georgian Hills Elementary has taken special measures to ensure student and staff safety. These safety measures include staff patrols each</p>		

	<p>school day, ID badges worn by faculty and staff, panic bars on the doors, hall monitoring at arrival and dismissal, visitor passes, a security video entrance system, and two-way radios for quick communication. There is also a Positive Behavior Intervention Supports (PBIS), which reinforces behaviors that lend to the optimum environmental and safety conditions. Georgian Hills Elementary has an emergency management (multi-hazard) plan as well as an emergency handbook for all teachers. The plan is updated annually. There are regular fire drills and severe weather drills as mandated by law. There is an emergency box that stores all necessary supplies for safety and first aid. Faculty and staff members work together to provide a safe environment for all of Georgian Hills Elementary students. Every staff member receives annual training on Blood-borne Pathogens and Hazardous Chemicals. Suicide prevention training, sexual harassment training and child abuse training are provided annually to staff members. Select staff members have had CPR and first aid training. A crossing guard assists students in crossing the street before and after school. To ensure a safe, orderly dismissal and reduce congestion, a staggered dismissal schedule has been implemented and parents of car riders have been issued numbers that must be displayed in their car window to retrieve students.</p> <p>Student Health Services: A part-time school nurse provides additional assistance to staff and students by tracking children with life-threatening conditions, especially those students with asthma.</p> <p>Social and Community Support: There are currently three adopters at Georgian Hills Elementary: Youth Visions, Impact Baptist Church and Ministries, and Strictly Vettes of Memphis. Strictly Vettes donated uniforms and supplies in totaling \$500 this school year. Youth Vision provides volunteer tutors to help increase achievement at Georgian Hills. Second through fifth and sixth grade students participate in a weekly reading/mathematics tutorial program, which encompasses character education. Our students also participate in Youth Visions After School Program and community events. At present, Grace Kids/Urban Youth Initiative is implementing an Elementary Sports Education program at Georgian Hills Elementary. Other area business who offer free items to students for positive behavior are McDonald's Lenny's and Chick Fil-A. All adopters and donors are encouraged to serve as members of the Site-Based Council, the School Improvement Leadership Teams and are welcomed to provide additional support in the classrooms. We look forward to our continued collaboration with both adopters in supporting the learning endeavors of Georgian Hills Elementary.</p> <p>Parent Support: Parental involvement was encouraged at Georgian Hills based on their school improvement plan. Parents participate in the school community by attending school functions, Title 1 meetings, parent conferences and training workshops. Participation in the Georgian Hills School Leadership Team, School Based Decision Making Council, Positive Behavior and Intervention Support meetings, and volunteering as special helpers are additional responsibilities assumed by members of our parent community. A Parent/Teacher Organization was formed and currently both teachers and parents are involved. The principal has expressed her desire to reestablish the W.A.T.C.H. Dogs Program at Georgian Hills to promote male presence in the school. The Georgian Hills Elementary staff recognizes that parental involvement is a main area of concern. Our professional development plan and action plans reflect additional parental involvement pieces to assure a strong school-to-home connection. Parent sign-in sheets for Title 1 meetings and parent conferences indicate a drop in attendance at parent functions over the past two years. As a result, the School Based Decision Making Council has decided to offer incentives to increase parental involvement and provide the staff with customer service training to help make parents feel welcome in the school. The Parent Link assists in promoting improved parent-teacher-school communication. Title I surveys indicate that 90% of parents who responded agreed that teachers work with their students until they learn the content offered. Of responding parents, 100% feel that teachers are skilled in various methods</p>
--	---

	of teaching. One hundred percent find the principal to be friendly and approachable and feel that the school sets high standards for academic achievement.
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	<p>Existing Status: After school tutoring in reading and math is provided for at-risk students through Memphis City Schools LEAP Program.</p> <ul style="list-style-type: none"> • Supplemental Education Services are provided by funds set aside from Title I. • Grace Kids tutors second through 4th grade students twice each week. <p>Georgian Hills Elementary utilized numerous assessment methods throughout the year in order to drive school-based decisions about instruction and intervention programs. Various programs are in place to help with student performance such as Supplemental Education Services & LEAP after school tutoring programs, Scott Foresman Tier 2 Reading Intervention, Reading Plus, My Sidewalks, Tier 3 Reading Intervention, AIMSWeb Progress Monitoring and Math Probes, Stanford Math and Study Island.</p> <p>Current Needs: The areas of need addressed included a strong focus on reading and math, along with continued growth in science and social studies. Our students are instructed according to results obtained through AIMSWeb and Discovery Education Formative Assessment and Study Island.</p>
Enrichment Programs	Georgian Hills has the CLUE district gifted program and a Junior Beta Club to encourage student academic success as evidenced by high academic indicators required for inclusion in each program.
Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	<p>Existing Status: Teachers participated in professional development focused on research-based best practices in the areas of Reading and Language Arts, Writing and Mathematics.</p> <p>Current Needs: Long-term planning will be conducted by Course Leaders, who are responsible for high-quality, Common Core-aligned unit plans across all ASD schools. Teachers then design lesson plans, using templates that feature all of the elements of effective lesson planning (check for understanding, guided practice, etc.). Course Leaders review and provide feedback to these plans, to ensure high levels of quality and alignment to ASD instructional expectations. The Instructional Support Team ensures that quality teacher development for specific research-based instructional strategies</p>

	aligned to the teacher evaluation rubric is offered to teachers weekly. Teachers receive 90 minutes of planning four days a week – two of those days are for data team meetings; one day is for student intervention planning, and; one day is for teachers’ individual planning.
Use of instructional technology	<p>Existing Status: Georgian Hills embedded the following instructional technology programs to support instruction and intervention. These programs were district mandated.</p> <ul style="list-style-type: none"> • AIMSWeb Benchmarking and Progress Monitoring are implemented in Grades K-5 • Stanford Math is being implemented in grades K-6. • Memphis City Schools has purchased Headsprout for system-wide use in first grade classrooms to aid reading development through instruction in phonics and phonemic awareness. <p>Current Needs: Additional support for technology integration will be provided to Georgian Hills. Specifically, mobile laptop labs will be integrated to support a blending learning environment, in which students can practice skills learned in core reading and math instruction. During small group time, at least one of the centers students in 1st-6th can select during the daily reading block will use handhelds for student quizzing and practice. Smart Boards will be installed in all rooms and used during the introduction to new material each day.</p>
Use of data analysis to inform and differentiate instruction	<p>Existing Status: Information from this Discovery Education Assessments were analyzed in Data Professional Learning Communities and used to drive classroom instruction in the beginning of the 2011-2012 school year. Eight 3rd grade students (13%) scored Proficient or Advanced in the area of Reading and Language Arts. Georgian Hills’ principal reported data results to regional district personnel every 20 days. In addition, school wide monitoring checklists have been employed to assure consistency in instruction. The Principal and Instructional Facilitator monitor all systems in place at Georgian Hills Elementary School. On top of individual formal evaluations, Teachscape observations are conducted on a daily basis and used to produce instructional effectiveness data for the overall school. Instructional effectiveness is also monitored by regional staff members. In addition to regional support, other forms of technical assistance exist in a variety of growth areas and these individuals work with administrative staff to raise the overall level of student achievement.</p> <p>Current Need: Grade level chairs will guide teams of teachers through the development of instructional decisions based on data at least twice weekly. Teachers implement, score and analyze short-cycle assessments weekly, and bring analyses to grade-level team meetings (K-2 and 3-5). At the first meeting each week, teachers decide on one or two strategies to implement in response to student data. Meeting time is spent watching video exemplars of the strategy in use and having teachers practice using the strategy as they would in their classrooms. At the second meeting each week, teachers adjust their plans with the strategies included, and tune each other’s plans to assure high levels of quality across all classes. During the next week, teachers try the strategies, and restart the cycle.</p>
Number of minutes scheduled for core academic subjects	<p>Existing Status: The length of our school year is 180 report days. The school year began on August 9, 2011, and will end on May 23, 2012. Our school day begins at 7:15 and ends at 2:15. Planning time is provided to teachers three times per week. One planning period is set aside for Grade Level Data Professional Learning Communities and another is set aside for Common Grade Level Planning.</p> <p>Current Need: The length of the school year is 187 instructional days. The school day will begin at 8:00pm and ends at</p>

	4:30pm. The principal sets the school schedule using a School Time Analysis Tool from the National Center for Time and Learning. Using this tool, the principal assures that the percentage of actual school time spent on student core instruction (and not on transitions, lunch, electives, etc.) exceeds 80%.
7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	<p>Existing Status: Georgian Hills utilized Discovery Education Formative Assessment benchmark test events and four common assessment tests that directly measure progress on skills taught during the 2011-2012 academic year. Formative assessment results are used as a means to establish student baseline data and monitor their progress in critical areas to assist teachers in planning an effective data-driven instructional program. Baseline assessments measure success in overall grade level skills taught throughout the year; common assessments measure progress at specific intervals of skills previously taught from the beginning of the year. We have not received results from our initial Discovery Education Benchmark Test, (2011-2012) but the end of the year 2010-2011 data is included in the data below. Overall, Language was the highest scoring area and Writing was the lowest scoring area. Eight 4th grade students (17%) scored Proficient or Advanced in the area of Reading and Language Arts. Overall, Language was the highest scoring area and Communication was the lowest scoring area. Eight 5th grade students (20%) of 5th grade students scored Proficient or Advanced in the area of Reading Language Arts. Overall, Communication was the highest scoring area and the lowest scoring question area was Literature. Nine 6th grade students (20%) scored Proficient or Advanced in Reading and Language Arts. Overall, the highest scoring area was Communication and the lowest scoring area was Literature.</p> <p>Learning Express Folio is used to monitor student progress in Writing. The initial mock writing exam will occur on October 5, 2011. AIMSWeb is used to monitor student tier status and overall progress in the area of Reading and Language Arts. Professional development is delivered to address instructional needs in the areas of intervention, best practices and analysis of student work. These Professional Learning Communities have been established to review data and best practices specific to grade levels. Grade level Professional Learning Communities and vertical Subject-Area Professional Learning Communities have also been established to provide job-embedded professional development in the areas of greatest need - Reading and Mathematics. Teachers examine formative assessment results by level of mastery, student response to questions and question analysis. Once trends are established within vertical team Professional Learning Communities, teachers share their best practices in various subject areas and strands for the sole purpose of raising the level of overall student performance. Formative assessment results and AIMSWeb results are used to drive instruction within individual classrooms. In addition to formal measures, grade level teams develop weekly common assessments to assess student mastery of the state standards and determine the need for re-teaching of skills. The Principal and the Instructional Facilitator are working members of all Professional Learning Communities established at Georgian Hills Elementary. In addition to formal testing, our staff incorporates varied classroom assessment techniques. Teacher-made assessments, pre-and post-testing of major units of study, incorporation of checklists and rubrics, exist in all classrooms; peer evaluation exists within the intermediate grade levels. Classroom Performance Systems are used in one 4th grade class and one third grade classroom to formally and informally assess student progress.</p> <p>Current Need: 2013 TCAP data will be analyzed to identify specific growth areas for all students during summer induction. Planning begins during summer induction to align instruction to standards addressed on each of four interim assessments to be held during the school year, prior to the annual state assessment in the spring of 2014. Teachers also develop formative assessments weekly, and analyze that data for unpacking during weekly data meetings. Teachers use a</p>

	variety of tools for these formative assessments, including the ANet item bank, and Mastery Connect.
Timeline for reporting student progress to parents	<p>Georgian Hill parents received daily and weekly student progress reports. Also, after each benchmark assessment, parents received Discovery Education Student Mastery Report. To make parents aware of schools academic goals, parents participated in Title I Parent Night, curriculum nights, and newsletters were sent home to explain our state assessment results.</p> <p>Current Need: During orientation, parents will be introduced to school goals and receive reports about their individual student's instructional needs. Progress reports developed during the school year will inform parents of students' progress towards mastery against the standards and will include additional support parents can provide at home.</p>
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	<p>Existing status: There several School Health Clinics available for use by the children of Memphis City Schools. Additionally, students receive annual hearing and vision screenings by the Shelby County Health Department.</p> <p>Current needs: The school will partner with local health agencies and nonprofits to ensure students have access to immunizations, and hearing and vision screenings during registration and at least twice during the school year on site at the school. Counselors coordinate partnership with local community services to ensure effective supports (health services, mental health supports, quality-of-life programming, etc.) are available to affected families.</p>
Parent support to students and school	<p>Existing status: Georgian Hills has a Parent Resource Center for parents on school campus.</p> <p>Current Needs: A core set of parent partners are recruited to conduct outreach to families and serve in an advisory role for school leadership. This core set of parents also ensures that parents and VISTAS are mobilized when necessary to help the school meet its ambitious goals.</p>

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Transformation Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the "streamlined" improvement plan developed in Fall 2011, "Revised Tennessee School and District Improvement Planning" document or one of your choosing.

Revised Tennessee School and District Improvement Plan Template

The final plan should be no longer than **four** pages.

School:	Georgian Hills Elementary	
District:	Currently – (Memphis City Schools)	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Reading 4th grade: 12.4% gain</p> <p>Math 4th grade: 14.6% gain</p> <p>Reading 5th grade: 2.8% gain, but are significantly below the targeted goal set by the district</p> <p>All Reading 4th grade: 10.8% 3 year average NCE Gain</p>	<p>All Reading: 1.6% loss (from 11.1% in 2011 to 9.5% in 2012)</p> <p>ALL Math: 2.3 loss (from 12.9% in 2011 to 10.6% in 2012)</p> <p>Reading: 5th grade 4.8% loss (from 9.8% in 2011 to 14.6% in 2012)</p> <p>Math: 5th grade-9.7% loss (from 9.8% in 2011 to 19.5% in 2012)</p> <p>SWD: Math- 24.1% loss(from 4.5% in 2011 to 28.6% in 2012)</p> <p>SWD: Reading-28.6% loss (from 0% in 2011 to 28.6% in 2012)</p>
	Source of Progress:	Source of Challenge:
	<p>Students in grade 4 at Georgian Hills Elementary have made gains in Reading and Math. Gains for this grade are attributed to the following:</p> <ul style="list-style-type: none"> Teachers utilized multiple resources which included Study Island to address deficient skills Teachers utilized data from common and formative assessments to reteach the whole class if needed and create mini lessons to aid students in becoming proficient in deficient areas Teachers work with students in small, intensive groups addressing specific deficiencies The teachers tutored the students in their class three times weekly, 3 hours total after school 5th grade teachers implemented Study Island in their reading instruction <p>We believe by implementing the strategies included in our school improvement plan, a continuous increase</p>	<ul style="list-style-type: none"> Challenges at Georgian Hills Elementary include the need for intensive vertical team planning so teachers can identify the “disconnect” and create plans to address the needs. Our SWD category proficiency rate is declining and intensive small group instruction is needed to meet the needs of our SWD category Incorporate more “good first teaching” by utilizing data, creating mini lessons, and use additional resources to meet student need, and place less emphasis on computer based programs. At the end of the 2012-2013 school year, teachers stated they needed additional training in reading and math, especially with implementing the new shifts. (Common Core) Additional time is needed to disaggregate data and create mini lessons based on data to target deficient skills which will increase achievement. Teachers must create lessons to meet the needs of all learners. Additional

	<p>in student achievement will continue to occur in our 4th grade classes at Georgian Hills Elementary. 4th grade students proficiency level 9.9% increased 9.9%. (From 8.9% in 2011 to 18.8% in 2012. The 4th grade teachers are moving toward the AMO targeted goal of 16.7%.</p>	<p>training in differentiated instruction is needed</p> <p>As we review our goals, we have not met the district goal in 2011-2012. We did not meet the district goal in Reading nor Math. Our overall reading score in 2011-2012 is 9.5% and our overall math score in 2011-2012 is 10.6%</p>
Goals for this school year:	Overall Achievement Goals: (Aligned to First to the Top Goals)	
	<ul style="list-style-type: none"> Georgian Hills Elementary Students Reading on the TCAP test for 3rd through 5th graders (All Subgroups) will increase from 13.2% in 2011-2012 to the ASD target of 21.2% in Reading by 2012-2013 Georgian Hills Elementary Students Math on the TCAP test for 3rd through 5th graders (All Subgroups) will increase from 12.6% in 2011-2012 to the ASD target of 20.6% by 2012-2013 	
	Subgroup Goals: (List each subgroup individually)	
	<ul style="list-style-type: none"> The Reading student achievement scores for economically disadvantaged 3rd-5th grade students at Georgian Hills Elementary will increase from 13.4% in 2011-2012 to 21.4% by 2012-2013 The Mathematics student achievement scores for economically disadvantaged 3rd-5th grade students at Georgian Hills Elementary will increase from 14% in 2011-2012 to 22% by 2012-2013 Georgian Hills Elementary students with disabilities Reading achievement scores will continue to improve at a rate of 8% per year beginning with 0% in 2011-2012 to 8% by 2012-2013 Georgian Hills Elementary students with disabilities Math achievement scores will continue to improve at a rate of 8% per year beginning with 0% in 2011-2012 to 8% by 2012-2013 	
	Other Required Goal Areas:	
	<p>Goal # 1: By the end of school year 2013-14 85% of students will agree that Georgian Hills Achievement Elementary has safe and positive culture based on the ASD school culture and safety survey</p> <p>Goal# 2 By the end of the year, 80% of the teachers will increase by one step on the TEM rubric in efforts to support student learning</p>	
Plan for this school year:	Key strategies to achieve goals: Transformation Model	
	<ol style="list-style-type: none"> Implementing a rigorous data -driven academic culture Employing and developing exemplary teacher and teacher leaders Implementing systems of continuous observation and feedback Increasing parent and community engagement 	
	Key strategies to achieve progress for students with the greatest need:	
	<p>Key Strategy 1: Implementing a rigorous data -driven academic culture</p> <p>Improvement Steps</p> <ol style="list-style-type: none"> All students will take the Northwest Evaluation Association's Measures of Academic Progress (MAP) assessment, which is distributed three times annually and allows teachers to obtain baseline information and measure the growth of their students in winter and spring. MAP assessments will be administered in 	

RLA and Math to support appropriate entry into the learning and to establish a baseline from which to measure and progress.

2. All students participate in 120 minute reading and 90 minutes math blocks that incorporate whole group, small group and differentiated instruction for all students.
3. Support classes for struggling students include Fountas and Pinnell one to one reading intervention taught by content specialist
4. ASD Blended Learning Manager develops project implementation plan in summer of 2013. Two blended learning classrooms will focus on literacy and math content to build conceptual and analytical thinking.
5. Parents and students attend orientation to understand new cultural norms, core values, and establish systems of accountability.
6. Teachers and Community Partners will provide daily enrichment, remediation, and re-teaching based on student needs.
7. Daily common planning to analyze and implement instructional best practices that address the specific needs of students.

Key Strategy 2: Employing and developing exemplary teacher and teacher leaders

Improvement Steps

1. Additional Common Core professional development to aid teachers in creating lessons that increase student analytical and critical thinking skills and evaluate the effectiveness of CC instruction in the school.
2. Daily cycles of informal observations and feedback to continuously improve teacher practice and increase student achievement.
3. Summer teacher induction will include 20 days of professional development to college going culture, improve teacher practice and plan and develop curriculum, and assessments.
4. A core group of teacher leaders will receive support in leading their teams in analyzing data and student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community.
5. Weekly common grade level meetings led by teacher leaders under direction of the Dean of Instruction to review/relearn/learn content with appropriate pedagogy for grade level common core content in mathematics and RLA utilizing *Formative Instructional Practices* to support general education, SWD and ELL learning; supported by technology as appropriate. Alternate weeks for each content area.

Key Strategy 3: Implementing systems of continuous observation and feedback

Improvement Steps

1. Leadership team will update master schedule to include daily observation and feedback coaching sessions by grade band at spring leadership retreat.

	2. Provide training on TEM instructional rubric during summer induction 3. Provide teacher training on the school wide instructional expectations and teacher strategies. Key Strategy 4: Increasing parent and community engagement Improvement Steps 1. Conduct door to door pre-registration events in community during spring of 2013. 2. Develop Parent Partnership agreements, calendar of events, parent advisory team in spring 3. Secure 3-4 community adopters for the school																																																																																																									
	Key strategies to achieve progress for students with the greatest need:																																																																																																									
	1. Support classes will include Fountas and Pinnell one to one intervention support taught by course leader? 2. Extend school day providing more time for instruction, teacher development, enrichment and remediation. 3. Use comprehensive data analysis to track student performance and develop differentiated instruction and social support to meet individual student needs 4. Hire, develop and retain exemplary teachers and teacher leaders. 5. Develop Common Core Curriculum Maps, Scope and Sequence guides and common assessments.																																																																																																									
	Projected costs and funding sources for key strategies:																																																																																																									
	Strategy 1 - Implementing a rigorous data -driven academic culture: \$282,761.47 Strategy 2 - Employing and developing exemplary teacher and teacher leaders: \$88,421.59 Strategy 3 - Implementing systems of continuous observation and feedback: \$65,375.08 Strategy 4 - Increasing parent and community engagement: \$63,603.58																																																																																																									
	<table border="1"> <thead> <tr> <th>Allocation</th><th>Strategy 1</th><th>Strategy 2</th><th>Strategy 3</th><th>Strategy 4</th><th>Total</th></tr> </thead> <tbody> <tr> <td>Dean of Instruction</td><td>25%</td><td>50%</td><td>25%</td><td></td><td>100%</td></tr> <tr> <td>Support Teacher</td><td>50%</td><td>25%</td><td>25%</td><td></td><td>100%</td></tr> <tr> <td>Support Teacher</td><td>50%</td><td>25%</td><td>25%</td><td></td><td>100%</td></tr> <tr> <td>Elementary Assistant-Interventionist</td><td>100%</td><td></td><td></td><td></td><td>100%</td></tr> <tr> <td>Elementary Assistant-Interventionist</td><td>100%</td><td></td><td></td><td></td><td>100%</td></tr> <tr> <td>Social Worker/Family Engagement Specialist</td><td>25%</td><td></td><td></td><td>75%</td><td>100%</td></tr> <tr> <td>Teacher Incentive Pay</td><td>100%</td><td></td><td></td><td></td><td>100%</td></tr> <tr> <th>Actual Costs</th><th>Strategy 1</th><th>Strategy 2</th><th>Strategy 3</th><th>Strategy 4</th><th>Total</th></tr> <tr> <td>Dean of Instruction</td><td>\$ 23,046.51</td><td>\$ 46,093.01</td><td>\$ 23,046.51</td><td>\$ -</td><td></td></tr> <tr> <td>Support Teacher</td><td>\$ 42,328.58</td><td>\$ 21,164.29</td><td>\$ 21,164.29</td><td>\$ -</td><td></td></tr> <tr> <td>Support Teacher</td><td>\$ 42,328.58</td><td>\$ 21,164.29</td><td>\$ 21,164.29</td><td>\$ -</td><td></td></tr> <tr> <td>Elementary Assistant-Interventionist</td><td>\$ 55,279.78</td><td>\$ -</td><td>\$ -</td><td>\$ -</td><td></td></tr> <tr> <td>Elementary Assistant-Interventionist</td><td>\$ 55,279.78</td><td>\$ -</td><td>\$ -</td><td>\$ -</td><td></td></tr> <tr> <td>Social Worker/Family Engagement Specialist</td><td>\$ 21,201.19</td><td>\$ -</td><td>\$ -</td><td>\$ 63,603.58</td><td></td></tr> <tr> <td>Teacher Incentive Pay</td><td>\$ 43,297.07</td><td>\$ -</td><td>\$ -</td><td>\$ -</td><td></td></tr> <tr> <td></td><td>\$ 282,761.47</td><td>\$ 88,421.59</td><td>\$ 65,375.08</td><td>\$ 63,603.58</td><td>\$ 500,161.72</td></tr> </tbody> </table>					Allocation	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Total	Dean of Instruction	25%	50%	25%		100%	Support Teacher	50%	25%	25%		100%	Support Teacher	50%	25%	25%		100%	Elementary Assistant-Interventionist	100%				100%	Elementary Assistant-Interventionist	100%				100%	Social Worker/Family Engagement Specialist	25%			75%	100%	Teacher Incentive Pay	100%				100%	Actual Costs	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Total	Dean of Instruction	\$ 23,046.51	\$ 46,093.01	\$ 23,046.51	\$ -		Support Teacher	\$ 42,328.58	\$ 21,164.29	\$ 21,164.29	\$ -		Support Teacher	\$ 42,328.58	\$ 21,164.29	\$ 21,164.29	\$ -		Elementary Assistant-Interventionist	\$ 55,279.78	\$ -	\$ -	\$ -		Elementary Assistant-Interventionist	\$ 55,279.78	\$ -	\$ -	\$ -		Social Worker/Family Engagement Specialist	\$ 21,201.19	\$ -	\$ -	\$ 63,603.58		Teacher Incentive Pay	\$ 43,297.07	\$ -	\$ -	\$ -			\$ 282,761.47	\$ 88,421.59	\$ 65,375.08	\$ 63,603.58
Allocation	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Total																																																																																																					
Dean of Instruction	25%	50%	25%		100%																																																																																																					
Support Teacher	50%	25%	25%		100%																																																																																																					
Support Teacher	50%	25%	25%		100%																																																																																																					
Elementary Assistant-Interventionist	100%				100%																																																																																																					
Elementary Assistant-Interventionist	100%				100%																																																																																																					
Social Worker/Family Engagement Specialist	25%			75%	100%																																																																																																					
Teacher Incentive Pay	100%				100%																																																																																																					
Actual Costs	Strategy 1	Strategy 2	Strategy 3	Strategy 4	Total																																																																																																					
Dean of Instruction	\$ 23,046.51	\$ 46,093.01	\$ 23,046.51	\$ -																																																																																																						
Support Teacher	\$ 42,328.58	\$ 21,164.29	\$ 21,164.29	\$ -																																																																																																						
Support Teacher	\$ 42,328.58	\$ 21,164.29	\$ 21,164.29	\$ -																																																																																																						
Elementary Assistant-Interventionist	\$ 55,279.78	\$ -	\$ -	\$ -																																																																																																						
Elementary Assistant-Interventionist	\$ 55,279.78	\$ -	\$ -	\$ -																																																																																																						
Social Worker/Family Engagement Specialist	\$ 21,201.19	\$ -	\$ -	\$ 63,603.58																																																																																																						
Teacher Incentive Pay	\$ 43,297.07	\$ -	\$ -	\$ -																																																																																																						
	\$ 282,761.47	\$ 88,421.59	\$ 65,375.08	\$ 63,603.58	\$ 500,161.72																																																																																																					
Benchmark s for Progress	Benchmark:		Timeline:																																																																																																							
	All teachers grades K-5 will review / learn / re-learn all content required for common		Initial training Summer 2013; Weekly meetings throughout the school																																																																																																							

	core standards (done by grade level); ASD content specialists will assure that all teachers in the session understand the content and can use pedagogy appropriate to the content and grade level.	year; content specialists meet with district and principal quarterly to review progress and determine teachers' and address teacher needs.
	Common grade level meeting led by T3 Teacher Leaders to analyze data and student work to plan instruction for grade level common core content in mathematics, RLA and science.	July 1, 2013- May 31, 2014 Initial session prior to August 1, 2013. Weekly meetings throughout the school year; T3 Teacher Leaders under the direction of a T3 Coach leads grade-level and content team sessions. Alternate week sessions for each content teacher across grades.
	Data training includes T3 Data training Formative Instructional Practices and Tennessee Value Added Data Training. Data training will be connected to student work, learning targets and understanding and using data reports. It will be led by the T3 teacher leaders, BFK Data Coaches and ASD regional staff.	Initial in-service: general data use training August. Sessions will occur throughout the year, including individual, small group and whole group sessions.
	Utilize Achievement Network formative assessment which is aligned with the common core; train the staff on the administration and use of the data produced; administer quarterly formative assessments and use the data to determine tutoring and other needs.	Achievement Network: PD for staff Formative assessments administered quarterly
	Conduct and analysis of time/scheduling, develop and institute Extended Learning opportunities for all students.	Sept: Revise schedule as appropriate to initiate Extended learning sessions beginning September 1, 2013 based on pre-test results. Dec: Review interventions' impact on student achievement and make any necessary modifications.

Transformation Model

School Name: Georgian Hills Elementary

Rationale for selection of intervention model: Explain how the LEA will use the transformation intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.

The LEA will implement the Transformation model at Georgian Hills Elementary School to strengthen teacher performance and improve student outcomes. Improving teacher practice through focused professional development designed to enhance teachers' knowledge and skills of how to use data to improve instruction is the primary focus of this model. To aid in this focus, the majority of the staff will be replaced and must apply if they wish to work at Georgian Hills Achievement. As stated earlier, based on the analysis of the data, inclusive of parent and community feedback, the Achievement School District has selected the Transformation Model as the appropriate model for Georgian Hills Achievement Elementary School. The Transformation Model requires a change in the school leadership and an intensive professional development to strengthen teachers' instructional skills. The needs analysis of each school suggests that there are inconsistent growth patterns which could result from inconsistent instructional practices by school staff, or lack of focus on data driven decision relative to using the multiple available data to inform instruction. The Achievement School District believes that the impetus for change and improvement must be made as close to the students as possible; therefore, earned autonomy based effective practice by well-trained and effective teachers will serve to drive school and student improvement.

If the LEA has begun in whole or in part a transformation intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the transformation requirements. Cite evidence of the impact of the model on the school to date.

Not Applicable-The Achievement School District will assume governance of Georgian Hills Elementary beginning with the 2013-2014 school year. By the end of the three-year grant period, student achievement will have grown by a total of 25-30 percentage points from the 2011-2012 school years. In five years, Georgian Hills Elementary school will attain a minimum Proficient/Advance performance rate of 55%, moving the school from the bottom 5% of schools in the state to the top 25% of schools in the state.

Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.

Proficiency goals reflect the ASD's mission to move Georgian Hills Elementary from the bottom 5% to the top 25% of schools in Tennessee based upon composite proficiency within 5 years. The ASD has set proficiency targets such that each school opening in SY 2013-14 will attain the following annual percentile rank based on 3-8 RLA and Math as well as grade 3 RLA:

2014: \geq 5th percentile

2015: \geq 25th percentile

2016: \geq 50th percentile

2017: between 50th and 75th percentile

2018: \geq 75th percentile

The ASD has set a minimum annual gain in proficiency of 8 percentage points across grades, subjects and subgroups. We make the assumption that proficiency across the state will increase by 12% over the next 6 years (linear increase assumed) and our proficiency targets reflect the estimated annual increase in the

state's proficiency.

Overall:

1. Improve student proficiency in Reading and Math by 8-15% of students within each subgroup annually.

All Students

2012 Performance: 18.7% of Georgian Hills students scored Proficient or Advanced

2013 Projected Performance: The state school-level targets to reduce the percent of students scoring basic or below basic by 50% over 8 years. This results in a target increase in proficiency for Georgian Hills from 2012 to 2013 of $(100-18.7)/2/8=5.08\%$. We assume that Georgian Hills will attain this target in the year prior to becoming part of the ASD, resulting in 23.78% of students scoring proficient or advanced.

2014 Goal: 31.78% (8% Increase; estimated that TN 5th percentile will be 20.4% proficient) [If Georgian Hills does not attain their target in 2013, an 8% target increase from the 2013 baseline will be set)

2015 Goal: 42.8% (11% Increase; estimated that TN 25th percentile will be 42.8% proficient)

2016 Goal: 55.8% (13% Increase; estimated that TN 50th percentile will be 55.8% proficient)

2017 Goal: 63.8% (8% Increase; estimated that TN 63rd percentile will be 62.6% proficient)

2018 Goal: 71.8% proficient (8% Increase; estimated that TN 75th percentile will be 69.4% proficient)

Subgroups

Students with Disabilities, Economically Disadvantaged and African American subgroups will demonstrate a minimum of 6.3% gap closure when compared with the proficiency of the comparison group. Tennessee subgroup comparisons are as follows:

- SWD vs. Non-SWD
- ED vs. Non-ED
- Black vs. All Students

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant)

The quarterly milestones for interim assessments for “all students” for SY2012 remain the responsibility of the current LEA, Memphis City Schools. Georgian Hills Elementary will operate as an ASD Achievement school starting with the 2013-2014 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Georgian Hills Elementary Achievement school will administer formative norm-referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

Testing Cycle: Baseline data will be established with the initial administration; the following targets are for Year 1 of operation based upon our estimates of the 2013 baseline.

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>ANet: 24% of students showing mastery (based on projected 2013 performance; mastery is</i>	<i>ANet: 26% of students demonstrating mastery</i>	<i>ANet: 28% of students demonstrating mastery</i>	<i>ANet: 30% of students demonstrating mastery</i>	<i>ANet goal: 32% of students showing mastery</i>

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

Proficiency goals reflect the mission to move Georgian Hills Elementary from the bottom 5% to the top 25% of schools in Tennessee based upon composite proficiency within 5 years. The ASD has set proficiency targets such that each school opening in SY 2013-14 will attain the following annual percentile rank based on 3-8 RLA and Math, grade 3 RLA and grade 7 Math TCAP:

2014: \geq 5th percentile

2015: \geq 25th percentile

2016: \geq 50th percentile

2017: between 50th and 75th percentile

2018: \geq 75th percentile

The ASD has set a minimum annual gain in proficiency of 8 percentage points across grades, subjects and subgroup. We make the assumption that proficiency across the state will increase by 12% over the next 6 years (linear increase assumed) and our proficiency targets reflect the estimated annual increase in the state’s proficiency.

Overall:

1. Improve student proficiency in Reading and Math by 8-15% of students within each subgroup annually.

3-8 Math

2012 Performance: 10.6% of Georgian Hills students scored Proficient or Advanced

2013 Projected Performance: The state school-level targets to reduce the percent of students scoring basic or below basic by 50% over 8 years. This results in a target increase in proficiency for Georgian Hills from 2012 to 2013 of $(100-10.6)/2/8=5.6\%$. We assume that Georgian Hills will attain this target in the year prior to becoming part of the ASD, resulting in 16.2% of students scoring proficient or advanced.

2014 Goal: 24.2% (8% Increase; estimated that TN 5th percentile will be 17% proficient) [If Georgian Hills does not attain their target in 2013, an 8% target

increase from the 2013 baseline will be set)

2015 Goal: 40.2% (16% Increase; estimated that TN 25th percentile will be 40.2% proficient)

2016 Goal: 54.6% (14.4% Increase; estimated that TN 50th percentile will be 54.6%)

2017 Goal: 63.6% (8% Increase; estimated that TN 63rd percentile will be 62.2% proficient)

2018 Goal: 70.6% proficient (8% Increase; estimated that TN 75th percentile will be 69.8% proficient)

Subgroups

Students with Disabilities, Economically Disadvantaged and African American subgroups will demonstrate a minimum of 6.3% gap closure when compared with the proficiency of the comparison group. Tennessee subgroup comparisons are as follows:

- SWD vs. Non-SWD
- ED vs. Non-ED
- Black vs. All Students

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

The quarterly milestones for interim assessments for “all students” for SY2012 remain the responsibility of the current LEA, Memphis City Schools. Georgian Hills Elementary will operate as an ASD Achievement school starting with the 2013-2014 school year, at which time formative assessment data will be reviewed using an appropriately selected data system selected by the Achievement School District superintendent. This monitoring will be used to report progress for all students and subgroup to ensure a high probability of achieving the assessment targets on TCAP summative assessments.

Georgian Hills Elementary Achievement school will administer formative norm–referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing.

Testing Cycle: Baseline data will be established with the initial administration; the following targets are for Year 1 of operation based upon our estimates of the 2013 baseline

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>ANet: 23% of students showing mastery (based on projected 2013 performance; mastery is</i>	<i>ANet: 25% of students demonstrating mastery</i>	<i>ANet: 27% of students demonstrating mastery</i>	<i>ANet: 29% of students demonstrating mastery</i>	<i>ANet goal: 31% of students showing mastery</i>

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
Requirements for the Transformation Model (LEA must implement actions 1-11.)			
<i>A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to develop and increase teacher and school leader effectiveness:</i>			
1. Replace the principal who led the school prior to commencement of the transformation model	The ASD facilitated its inaugural planning year principal (PYP) turnaround leadership development program for the last nine months. This program engaged turnaround leader candidates in research-based, experiential learning and planning opportunities in preparation for the PYPs to lead an ASD school in SY 2013-14. At the conclusion of the program, PYPs present campus design plans to ASD leadership, to engage them in a rigorous vetting and defense process. Effective February 2013, the ASD has selected one of these highly capable and thoroughly trained PYPs, Ann Thomas, to lead Georgian Hills Achievement Elementary in SY 2013-14. Ms. Thomas has already begun to implement high-leverage, pre-school opening activities.	March 2013 –May 2015	Ash Solar, Chief Talent /Strategy Officer
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	TN ASD schools believe in using evaluation to both measure the effectiveness of its teachers and drive professional growth and student achievement. The ASD schools use the state-approved Teacher Effectiveness Measure (TEM) evaluation system, which uses multiple measures to capture a teacher’s effectiveness, including student growth and achievement, multiple observations of a teacher on a comprehensive rubric, professional growth, and stakeholder perceptions (using the TRIPOD student survey). All ASD evaluators far exceed the state	March 2013 –May 2015	Building Principal Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
	<p>minimum observation and feedback conference requirements, through frequent informal observations and feedback conversations.</p> <p>The ASD also uses teacher performance data generated by the TEM to strategically drive student achievement in the short- and long-term. In the short-term, TEM teacher performance data informs school- and district-provided teacher development opportunities, from group development sessions to more intensive coaching by a school leader. In the long-term, TEM data drive personnel decisions, including strategic retention of our highest-performing teachers, performance-based compensation and extending the reach of our most effective teachers and leaders.</p> <p>The new evaluation model requires a minimum of 50% of the teacher evaluation be tied directly to student achievement data, of which 35% is derived from the teacher effect data or Tennessee Value-Added Assessment System (TVAAS). TVAAS identifies the impact a teacher has on student growth annually. TVAAS data is available for all teachers who instruct students in a grade level that is assessed by the Tennessee Comprehensive Assessment Program (TCAP). When a teacher does not have TVAAS data, the school-wide TVAAS data is the current metric to be used. The remaining 50% of the evaluation process is based on observation and other metrics selected by the teacher in conjunction with the principal. The new</p>		

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
	<p>evaluation process is the result of a year-long collaboration which engaged multiple stakeholders including LEA and school practitioners. The ASD will use the teachers' evaluation results as conducted by their current building principal as well as a rigorous interview process which includes the use of the on-line TeacherInsight survey. The TeacherInsight survey is a tool developed by Gallup, and it uses value- added scores to identify the talents of teachers whose students demonstrated the greatest gains. As a result, TeacherInsight is designed to identify teacher applicants whose students will achieve higher levels of success and ensure we are selecting the most effective educators possible to work in Georgian Hills.</p> <p>If selected after review of survey results, the candidate participates in a phone interview. If the candidate has a successful phone interview, the candidate is asked to submit a video of him/her teaching. Using a rubric, we determine whether the candidate is eligible to participate in Teacher Selection Day. Teacher Selection Day consists of a series of activities led by three panels. Activities may include assessing data analysis ability, interactions with team members, interview with a school leader, and reactions to current events/issues in education. At the end of the event after candidates have left, each candidate's scores are tallied (rubric) and final input is solicited in an open group from the panelists regarding each individual candidate. Finally, a pool of candidates is invited to conduct a sample lesson with students at one of our schools.</p>		

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		TBD
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	The ASD will, through a gradual release approach, provide continual levels of autonomy to building level principals and teachers with demonstrated student achievement success. Further, the ASD will compensate teachers through a fair and equitable salary scale that does not minimize their contributions with specific monetary awards, but rather through respectful compensation for performance. The compensation model is based on student performance results and not on years of experience or advance degrees. The ASD will follow the state law relative to the evaluation of teachers, but will not hesitate to remove teachers who, after ample opportunity with support, fail to demonstrate success with students.	July 2013-June 2015 Monthly Review of student progress.	Building Principal Ronnie Mackin, ASD Head of Schools Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent
4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	The ASD believes providing support to high quality teachers and school leaders will be the difference between success and failure for the Achievement Schools. Consequently, Achievement Schools will participate in the Teach Plus-T3 Initiative designed to create a cadre of teacher leaders within the school building. Through this initiative, a critical mass, (25%) of the teachers at Georgian Hills, representative of all grade levels and support areas, will be trained as teacher leaders by Teach Plus. The core group of teachers will receive training and ongoing support to lead their teams, in the following: analyzing data, using student work to plan instruction, being an effective facilitator and leader of teams, and leading change in an existing community. This training begins with an intensive summer institute in June and continues throughout the school year. Each	July 9, 2013-May 31, 2015 Weekly Team or Faculty Meetings Bi-Monthly Content Team Meetings Monthly Faculty Meeting Others as deemed necessary by school staff	Building Principal Ronnie Mackin, ASD Head of Schools T3 Teacher Leaders underthe direction of a T3 Coach Vendors as appropriate Other Designated School Staff Ash Solar, Chief Talent /Strategy Officer

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
	<p>school will have a T3 coach dedicated to supporting the T3 teachers throughout the school year. The goal is for T3 teachers to create strong, data-based inquiry groups that improve the effectiveness of ALL teachers in the building.</p> <p>The minimum qualifications to be a T3 Core teacher include: at least three years of teaching experience in a high poverty or urban school and a track record of effectiveness with students.</p>		<p>Chris Barbic, Achievement School District Superintendent</p>
<p>5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school</p>	<p>The T3 recruitment process is designed to attract effective, experienced teachers who are interested in taking on leadership roles and being part of a team of teachers in a low-performing school. T3 Core teachers will receive an annual stipend, a minimum of \$5,000.00, for their participation and extra requirements as a teacher leader.</p>	<p>June 2013-May 2015</p> <p>Quarterly Milestone with pre- assessments in August and attainments of 8-10 percentage point growth for each student on subsequent assessments in: November 2013 February 2014 May 2014</p>	<p>Building Principal</p> <p>ASD Regional Superintendent/Designee</p> <p>T3 Teacher Leaders under the direction of a T3 Coach</p> <p>Ash Solar, Chief Talent /Strategy Officer</p> <p>TeachPlus</p>
<p><i>A transformation model is one which the LEA must implement each of the following comprehensive instructional reform strategies.</i></p>			
<p>6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards</p>	<p>Because the ASD believes providing support to high quality teachers and school leaders will be the ultimate and critical difference between success and failure for the Achievement Schools, a primary focus will be on schools instituting a very rigorous set of instructional strategies designed to address student</p>	<p>July 2013 – May 2015</p>	<p>Building Principal/Designee</p> <p>ASD Regional Superintendent/Designee</p>

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
	<p>needs. Georgian Hills's' teachers will utilize and align the MAP data with the Strategic Teaching and Evaluation of Progress (STEP) Literacy Program to select prescriptive instructional strategies to aid in closing academic gaps in reading. With STEP, teachers define the pathway and track the progress of pre-kindergarten through third grade students as they learn to read using research-based milestones. STEP also enables teachers to implement a developmental approach to teaching reading, using evidence to inform instruction, and introduces prescriptive interventions based on that evidence. These instructional interventions are integrated during the literacy block. A hundred and twenty (120) minute Reading and Language Arts Instructional Design will incorporate the research findings from the National Reading Panel and the National Institute For Literacy (NIFL), and a ninety (90) minute uninterrupted instructional block for Math daily, will incorporate research from the National Council of Teachers of Math (NCTM), regarding effective instruction. This research and related resources are available to teachers through the Tennessee Department of Education's Electronic Learning Center www.tnelc.org The engagement of the Teach Plus-T3 Initiative will allow teachers to implement a rigorous instructional program utilizing data and student work as anchors for improvement through weekly work sessions. Monthly vertical content team meetings will facilitate cross-grade planning and collaborative teaching opportunities.</p>		<p>ASD Regional Instructional Support Staff</p>
<p>7. Promote the continuous use of student data</p>	<p>Teachers at Georgian Hills will participate in weekly</p>	<p>Weekly</p>	<p>Building Principal</p>

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
(such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	collaborative planning sessions with their T3 Teacher Leader, and Data Coaches to review data and student work, design learning targets and instructional strategies and engage in the formative instructional practices necessary to address students' needs in individual, small and large group settings. Teachers will engage in the understanding and use of various classroom assessment techniques designed to determine the level of student learning on the immediate lessons taught, (e. g. exits slips, one minute summaries, etc.)	Monthly Quarterly	ASD Regional Superintendent/Designee T3 Teacher Leaders under the direction of a T3 Coach Vendors as appropriate Other Designated School Staff
<i>A transformation model is one which the LEA must implement each of the following strategies to increase learning time and create community oriented schools.</i>			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	<p>Georgian Hills will implement a rigorous data-driven academic culture that is supported by a number of elements. The elements include uninterrupted 120-minute literacy and 90-minute math blocks, access to two math and reading intervention classes for every student, and a consistent focus on Common Core instructional expectations. These elements supported the instructional focus in all exemplary turn-around schools visited during 2012.</p> <p>Based on literacy observations in exemplary schools across the country, 120 minute blocks yield dramatic academic gains. Georgian Hills models these practices beginning with data analysis, and a leveled reading curriculum.</p> <p>To increase learning time, Georgian Hills will use a variety of settings such as uninterrupted instructional blocks, full model co-teaching, flexible grouping,</p>	Monthly: September 2013- May 2015, during school calendar year.	Building Level Principal Dean Of Instruction Dean Of Students Building Teachers and Support Staff

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
	individual support and literacy across the curriculum. This instruction- may include using literacy and writing strategies in other subjects, such as science and social studies so that reading, writing, and speaking fundamentals are deliberate components of all classes. Additionally, support and tutoring during and after school will be provided during extended school hours. Enrichment activities will include project exhibitions that integrate literacy, numeracy and presentation components.		
9. Provide ongoing mechanisms for family and community engagement	Georgian Hills Elementary will employ a Family Liaison/Counselor to work as a liaison between families, communities and school to coordinate and support family and community engagement designed to increase student achievement. Further, an AmeriCorps*VISTA volunteer will be assigned to Georgian Hills Elementary-full-time, to engage community and faith-based organizations in partnerships designed to support student achievement by meeting both academic and social- emotional needs of students and families..	Monthly: September 2013-May 2016, during school calendar year.	Building Level Principal Family Liaison School/Counselor AmeriCorps*VISTA Staff
<i>A transformation model is one which the LEA must implement each of the following strategies to provide operational flexibility and sustained support.</i>			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	All ASD schools will operate with an earned autonomy approach - based on increasing levels of student achievement. Autonomy encompasses four areas: 1) people – school based staff is selected and dismissed by school level leadership, 2) programs – both academic and co-curricular, 3) time – including the options of extended day, extended year, and Service Saturday, and 4) school-level budget control. In order to ensure this philosophy is aligned to the	April 2013-May 2016 Quarterly Support Sessions	Ronnie Mackin, Head of Schools Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
	<p>requirements of the Transformation Model, the school's leadership team and staff will work with the ASD Head of Schools to further develop the specificity of the school's instructional program as needed.</p> <p>All ASD school leaders will participate in a two-year School Turnaround Specialist Program offered by the University of Virginia (UVA). The program is a nationally recognized partnership between the UVA Curry School of Education and the Darden School of Business. This program's focus is developing leadership skills critical to successful and sustainable turnarounds. This work is built in part on the research of Mass Insight which identifies successful, sustainable turnaround as being grounded in providing identified autonomies such as those outlined in the Transformation Model</p>		<p>ASD Support Team</p> <p>University of Virginia-Darden School of Business</p> <p>University of Virginia – Curry School of Education</p>
<p>11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>The ASD Memphis and Nashville Support will continue to ensure each ASD school receives timely support and responses. The Memphis Support Office will continue to rapidly respond to ASD Achievement school needs. The Head of Schools along with varies ASD Directors will oversee the Memphis Support team and report directly to the ASD Superintendent. The ASD School Support Team in Nashville will continue to report to assigned Director and Chief. ASD schools will have access to all of the same SEA resources afforded any other school in Tennessee.</p>	<p>April- June 2013</p>	<p>Chris Barbic, Achievement School District Superintendent & Leadership Team</p> <p>ASD Support Team</p> <p>Bellwether Education Partners</p>
Permissible Strategies for the Implementation of the Transformation Model			

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
<p>A transformation model is one which the LEA <u>may</u> implement any of the following required strategies to: (Strategies #12-26 are not required.)</p> <ul style="list-style-type: none"> • <i>Develop and increase teacher and school leader effectiveness</i> <p><i>Provide comprehensive instructional reform strategies</i></p> <ul style="list-style-type: none"> • <i>Increase learning time and create community oriented schools</i> • <i>Provide operational flexibility and sustained support.</i> 			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	All ASD teachers will receive additional performance-based compensation based on student academic growth based on state and district AMO's. Teachers will not receive additional compensation based on seniority or the traditional step process.	July 2013	Ronnie Mackin, Head Of Schools Ash Solar, Chief Talent /Strategy Officer Building Level Principals
13. Instituting a system for measuring changes in instructional practices resulting from professional development	All ASD teachers will be evaluated utilizing the TEM evaluation instrument. Additionally, student mastery of skills from formative assessment data will serve as a tool to measure the effectiveness of instructional practices at all grade levels.	July 2013	Ronnie Mackin, Head Of Schools Ash Solar, Chief Talent /Strategy Officer Chief Financial Officer
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	All teachers in ASD schools will be employees of the ASD and are not subject to the existing collective bargaining contract in Memphis. There are no seniority obligations within the ASD because the Achievement School District is not obligated to offer tenure. From a human capital standpoint, ASD schools will operate much like a charter school. Additionally, ASD schools will recruit, select, and retain only the highest quality staff members (those identified as Level 4 or 5 teachers). In the event, the ASD is forced to hire a teacher below Level 4 due to a lack of qualified	March-June 2013	Ronnie Mackin, Head Of Schools Ash Solar, Chief Talent /Strategy Officer Chris Barbic, Achievement School District Superintendent Building Level Principal

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
	applicants; the ASD will not place the teacher in a core content subject area. New teachers who fail to earn a score of 3+ in their first two years or experienced teachers who score less than a 3 on the evaluation system will be released from the ASD.		
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	To conduct periodic reviews school leadership actions will include: <ul style="list-style-type: none"> • Team meetings will be conducted twice weekly • Rigorous action based data driven cycles • Scheduled review and reteach time weekly • Modification of special education support to include more small group and pull out instruction • Coaching for teachers using the TEM rubric 	August 2013-May 2016	Building Level Principal ASD Support Staff ASD Portfolio Team
16. Implementing a school-wide “response-to-intervention” model	Implementation of RTI Intervention will: <ul style="list-style-type: none"> • Provide high quality, research based instruction and interventions in general education • Monitor and measure student progress in response to the instruction and interventions • Utilize multi-step approaches related to impact instruction to struggling learners to measures of student progress • Utilize student progress to shape instruction and make educational decisions. 	August 2013-May 2016	Building Level Principal ASD Support Staff ASD Portfolio Team
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in	The Teach Plus T3 initiative, Data Coaches and school leaders will engage all teachers in the process of effectively using data to improve student outcomes. Students with Disabilities and English Language	June 2013-May 2016 Weekly Monthly	Building Level Principal ASD Head of Schools/Instructional

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	Learners will be provided with a varied portfolio of learning opportunities which includes both inclusion and direct service as required by their Individual Education Plan (IEP) or 504 Plans. The school will include specialty teachers in the T3 initiative in order to provide for a comprehensive and cohesive approach to teaching and learning for all teachers and students. Professional development in co-instructional strategies, classroom management and procedures will also be provided to all teachers. This will allow teaches to share their strengths and knowledge with each other, for example, Special Education teachers who are adept at differentiating instruction, would share strategies with a general education teacher. In turn the general education teacher may share their in- depth knowledge of a content subject with a special education teacher who may be more of a generalist. This process builds internal capacity within the staff.	Quarterly	Support Staff T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Vendors as appropriate Other Designated School Staff
18. Using and integrating technology-based supports and interventions as part of the instructional program	Georgian Hills will integrate technology-based support and interventions into the instructional program based on student and teachers academic and non-academic needs as identified by the data. Technology support for learning will include, but not be limited to extended opportunities to students which may otherwise not be available because of personnel constraints, (e.g. foreign languages, tutoring, personal and social skills development, etc. Again, all ASD schools will operate with earned autonomy, support and accountability. Therefore each school leader and staff will further develop the specificity of the	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Head of Schools ASD Data/IT Director ASD Chief Operating Officer T3 Teacher Leaders under the direction of a T3 Coach

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
	school's instructional program as needed to improve student outcomes.		Battelle For Kids Data Coaches Identified vendors as appropriate Other Designated School
19. In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework (b) Improving student transition from middle to high school through summer transition programs or freshman academies (c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics	A-C Not Applicable D-Georgian Hills Elementary is a PreK-5 school. ASD schools will use comprehensive data to track leading indicators designed to optimize our student's opportunities for success in each grade. This will ensure each student receives the support needed to ultimately graduate from high school, college and become career-ready. Based on the research of EdTrust, graduation from high school begins in pre-kindergarten. The research from Robert Belfantz at Johns Hopkins on the Drop-out Factories indicates that potential high school dropouts can be identified as early as fourth grade by tracking academic and non-academic factors such as reading and math success, student attendance and behavior. The ASD will work to address these indicators early to ensure students stay on grade level and begin middle and high school on grade level. ASD schools will also focus on early identification as an intervention with students through the addition of a second Pre-Kindergarten class at Georgian Hills Elementary. The added Pre-K class is designed to serve all four year olds living in the school zone. This	June 2012-May 2015 Weekly Monthly Quarterly	Building Principal ASD Head of Schools Battelle For Kids Data Coaches School Counselor Other Designated School Staff

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
skills; or (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate	will increase the probability that Georgian Hills Elementary students will enter Kindergarten ready to learn and decrease the achievement gaps among students in Kindergarten.		
20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Georgian Hills will engage with parents, families, community-based organizations and faith-based organizations through the work of a Family Engagement Coordinator and a full time AmeriCorps*VISTA Volunteer. The focus of this initiative will be to build sustainable partnerships that will meet the academic, social and emotional needs of students and families at Georgian Hills Elementary.	July 2013-May 2016 Weekly Monthly Quarterly	Building Principal ASD Head of Schools Battelle For Kids Data Coaches Parent Liaison/Counselor School Counselor Other Designated School Staff
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	Georgian Hills will engage students in additional learning opportunities by extending the learning time and opportunities for students beyond the current school day. The current school day at Georgian Hills Elementary ends at 3:15 PM. Time will be added to the school day by the ASD. The school day will be extended to 8:00 to 4:30 p. m. This will extend the school day up to 1.5 hours daily. The ASD will offer multiple learning opportunities designed to meet academic and non- academic needs of our students. ASD Achievement schools will provide multiple learning opportunities for teachers during the extended	June 2013-May 2015 Weekly Monthly Quarterly	Building Principal ASD Head of Schools T3 Teacher Leaders under the direction of a T3 Coach Battelle For Kids Data Coaches Other Designated School

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		TBD
	school hours through flexible scheduling.		
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	Georgian Hills will also use data to identify student behavior and will address student discipline through a school-wide behavior management program designed to help students take personal ownership and responsibility for their behavior. Successfully implementing this program will be critical to developing a top-notch school culture marked by mutual respect and acceptance between students and staff.	June 2013-May 2016 Weekly Monthly Quarterly	Building Principal ASD Head of Schools Parent Liaison/Counselor School Counselor Other Designated School Staff
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	Georgian Hills currently houses one voluntary Pre-K class to serve at-risk four year olds. Georgian Hills elementary will establish an additional Pre-K class designed to serve all four year old students in the school zone regardless of status. The Kindergarten enrollment at Georgian Hills Elementary more than doubles the Pre-K enrollment which identifies there is a population of four year olds in the community that do not currently have access to this Pre-K service.	July 2013-May 2016 Weekly Monthly Quarterly	Building Principal ASD Head of Schools ASD Support Teams Parent Liaison/Counselor School Counselor Other Designated School Staff
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	Georgian Hills will be operating as an Achievement School within the newly-formed Achievement School District. The ASD Superintendent reports directly to the Commissioner of Education.	June 2013-May 2016 Weekly Monthly Quarterly	Legislation TCA. 49-1-416 established and authorized the Achievement School District as an entity of the Tennessee Department of Education, giving the
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	N/A		

Pre-Implementation Activities:

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		TBD

on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline: March 2013-May 2015	Name and Position of Responsible Person(s) TBD
<p>Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p> <p>Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>			

Pre-Implementation Activities:**Activity #1- Teach Plus T3- Summer Institute**

Goal: Improved Reading/Math

Participants: 25% of School Staff (9)

T3 staff salaries, benefits, national and local support: \$60, 323.50

Recruitment, selection, Summer Institute Training: Total Cost \$42,660.00 Cost- includes travel expense.

Total \$ 102,983.50

Activity #2

Common Core training and Curriculum Map Development Stipends, materials and supplies to develop curriculum maps and scope & sequence guides in RLA, Math and Science. \$35,000.00

Activity # 3

The Development of the ASD Early Warning System and identification and acquisition of a Formative Assessment System, such as The Achievement Network

Total Cost: =\$35,000.00

Family and Community Engagement:

After reviewing the Comprehensive Needs Assessment, ASD has identified that in previous years our schools lacked effective parental and community engagement. The previous parenting models and plans did not create successful partnerships that positively impact student achievement. The ASD is committed to providing full time staff and partnerships to engage parents and community and faith-based organizations; provide parent workshops before and after school; and create opportunities to support meaningful parent engagement during the school day. The ASD will allocate funds for materials to assist parents in supporting their children's academic needs. The ASDs parental and community engagement policy and plan are aligned with the Tennessee Parental Involvement Standards

Rigorous Review of External Providers:

ASD will continue their external monitoring support to external providers as it relates to School Improvement funds, additional federal funds, as well as BEP funds. The Achievement School District schools are making progress toward all prescribed goals, including local, state and federal leading indicators, ASD will benchmark against established goals using formative assessments. Formative assessments indicates balanced assessments indicative of daily, weekly, monthly and quarterly formal and informal assessments. The ASD will establish a data tracking system which includes early warning indicators and processes to enable teachers and schools to properly respond to student needs. School leaders will manage against the data continually reflecting and responding those questions of –what is it we want our students to know, how do we know they are learning it, and what are we doing when they are experiencing difficulties learning it? Teacher learning opportunities will be aligned with the needs of the students in response with these guiding questions.

Staffing:

The Achievement School District holds as a top priority the recruitment, selection, placement, development, and retention of top performing teachers, teacher leaders, and school leaders for each of its schools. Consequently, the ASD employs multiple strategies, working with a variety of teacher pipelines to recruit, retain and promote high performing teachers. The ASD believes that high quality teaching is essential to improving educational outcomes for students. To impact high quality teaching, a significant and unique approach is being implemented by the ASD with a partnership with The TeachPlus-T3 Initiative. Cadres of teacher leaders have strengthened their skills in the use of data, analyzing student work, creating instructional strategies and coaching. A T3 coach supports teacher leaders throughout the

year as they work with the remainder of the school staff to improve overall instructional practices of the staff. One of the constants in excellent schools is a high performing faculty. ASD understands that teachers are the most important school-based variable in student success. Therefore, we are committed to ensuring that every child has access to an excellent teacher by employing and developing individuals who possess the will and skill to teach like a champion. We employ and develop exemplary teachers through the following methods:

New teacher mentoring plan

The new teacher mentoring plan supports new teachers in years 1-3. Principals and teachers from across the district identify the needs of new teachers by interviewing, observing and collecting new teacher performance data. Using data they collectively develop a mentoring support calendar. (Appendix R) Specific support is calendared starting at onboarding. The support team shares in the development, monitoring, and revision of the plan each year.

Specific professional development sessions

Professional Development sessions will be determined from data collected from multiple sources. For example, observation debriefs, teacher performance, teacher requests, and district/school initiatives. Based on 2012-13 teacher leader performance, RAS planned new approaches for the TeachPlus partnership, an organization that supports teacher development. For example, TeachPlus coaching and development sessions focus on building T3 leader's in the area of planning, instructional coaching and adult leadership skills.

T3 Partnership

The partnerships with Teach Plus to addresses the urgent need for effective, experienced teachers in urban classrooms. Collaboratively, we identify and develop results-oriented teachers transforming the profession to reward results. The partnership focuses on employing and developing effective teachers in the second stage of their careers (years 3 through 10) who want to continue classroom teaching while also expanding their impact as leaders in their schools and in national, state, and district policy.

Principal and Dean -Coaching the Coaches

The coach the coach model will be implemented with T3 leaders once a week. Coaching focuses on developing their adaptive and interpersonal skills to more effectively coach teachers and lead adults. The Dean and Content Specialist provide additional coaching to build classroom management and content skills. The purpose of the coaching is to create understanding of the school's instructional approaches and culture. Coach the coach sessions' are included on the extended day rotational schedule.

Instructional Programs:

To facilitate school and community improvements and provide students level transition experience, the ASD focuses on cluster feeder patterns of schools by operating all of its Achievement Schools within a single neighborhood feeder pattern. Investing in a single feeder pattern will better prepare students to transition from Pre-K through 12th grade by creating a high performing connection of schools within their neighborhoods.

Achievement Schools and ASD-authorized charters provide students differentiated, effective, and rigorous intervention to maximize student learning. These include:

- Extended Day – extended schedule, students have the opportunity to receive 2 hours of reading/language arts and 2 hours of mathematics each day.
- Saturday Tutorial School – extended learning by content level teachers to support the individual student area of needs in literacy and math.
- Reading, Math, and Writing Labs – technology based intervention to enrich and improve students’ written expression, problem-solving and reading comprehension strategies.
- Interventionists – students have the opportunity to work one-on-one, small group, and utilize on-line intervention resources to improve mastery of literacy and math skills.
- Blended Learning Model – students are engaged in a research-based blended learning model. This model provides an individualized educational plan to close skill deficits in literacy and numeracy.
- STEM Program - students have the opportunity to create, design and build things like robots and cars, applying what they are learning in math and science to the world’s grand challenges.

Professional Development and Support:

Georgian Hills Elementary School Professional Development Plan

Rationale: ASD schools will continue to equip schools with newly staffed with a combination of new and veteran teachers working together for the first time and in a new more challenging environment, it is critical that appropriate support and guidance is provided to each of the ASD Achievement Schools. The primary and most important support ASD can and will provide for its school, are intensive efforts to attract, recruit, select, induct, develop, and retain high quality human capital for each it’s of schools from local, state and national landscapes. Therefore, teacher pipelines for ASD schools will include both Teach For America (TFA) and the Teach Plus-T3 Initiative, in addition to the traditional Teacher Education programs from institutions of higher Education. Because each of these pipelines endorse different pedagogical principles and provide an established set of routines and structures to support its’ teachers, the goal of the PD in the ASD school will be designed to acculturate all staff to a common set of systems and structures and expectations for the school to establish a high quality teaching and learning environment that will serve as an umbrella for their respective programs.

Culture and Climate: The new two Achievement Schools will engage in professional development initiatives already established by the ASD that are designed to set the stage for and build a high performing learning environment. The initial focus will be professional development designed to create a high performing teaching and learning culture. This initiative will engage the entire faculty and staff. Turning around schools will require a culture of collective responsibility and collective accountability.

Instructional Program: Each school leader and their respective Leadership Team will create an instructional program that will use research-based strategies such as structured ninety (90) minute Reading/Language Arts instructional blocks and sixty-seventy-five (75) minutes Math Instructional blocks designed to ensure student learning outcomes meet or exceed state standards. The school team, once in place, will provide the specificity of such professional development, in keeping with the ASD Theory of Action, autonomy, support and accountability. Science and Social Studies blocks in each school should include direct instruction, a minimum of ninety (90) minutes per week, as well as be integrated into the ninety (90) minute literacy block and 75 minute numeracy instructional blocks.

ASD Heads of Schools, building principals, as well as support from ASD Portfolio Team will ensure that professional development expectations identified within application are evident and flourishing for teacher growth and training authentication.

The ASD schools will implement the Tennessee State Standards/Common Core in reading/language art, math, science and social studies.

- Teams of Teachers (Teaching and Learning Teams) representative of each grade level and content from the three Achievement Schools will participate in all state sponsored training in the West Tennessee area.
- Working with ASD Support Instructional staff, these teams will work to create a Curriculum Map which is vertically aligned from K-8 in RLA, Math and Science. The teams, along with ASD Regional and State Instructional staff will provide training to all teachers in their respective schools.
- These teams will collaborate with the school leader and Leadership Team to create a PD plan which supports integrated teaching and learning across the curriculum with an emphasis on writing throughout the school year.
- Each school principal, T3 Teacher Leaders, Dean of Instruction and assigned Data Coach will participate in Formative Instructional Practice Training and Tennessee Value-Added Assessment Training prior to school opening and throughout the year.

The following is a skeletal framework of Professional Development and is provided as a preliminary list of activities, because ASD schools leaders will be provided guided autonomy for programming, time, staff and budget per Mass Insight research as the school staffing is actualized. Each school staff will build out their PD calendar from this framework which is provided as minimum set of expectations for each school. The two key levers used throughout ASD schools as constants will be high quality school leaders and teachers and the use of data to drive improvement.

Preparation for Accountability Measures:

To monitor and report student data the ASD engages in monthly collection of data from its schools. The Data/IT division develops school-level dashboards that are aligned with TDE dashboards to collect formative and summative data and leading indicators. All ASD schools administer formative norm-referenced assessments using the Northwest Evaluation Association-Measure of Academic Progress (NWEA-MAP) to gauge how ASD schools are performing relative to each other and nationally. Additionally, ASD schools monitor standards-based formative assessments to benchmark quarterly. ASD schools also monitor standards-based formative assessments to benchmark progress quarterly. ASD staff conducts formal Quarterly School Improvement Plan implementation status sessions to monitor progress in schools. Information is shared with all stakeholders, including parents, students, staff, and community/business partners. Feedback is solicited from stakeholders relative to the appropriate type and levels of change needed to attain the established goals.